

Kentucky Writing

Reflective Writing

Exemplar Set Content

Grade 12

Score Point	Exemplars—Content
4	A Tale of Two Towers: Reflections on Writing
3	Read, Practice, and Imitate
2	Basketball and Writing
1	Dear Reviewer 1
0	Dear Reviewer 0

Notes about the Reflective Exemplar Set

The reflective samples in this exemplar set are intended to provide scorers examples of student writing to clarify the language of the 0-4 content indicators of purpose, audience, and idea development for the reflective entry required in the writing assessment portfolio. Exemplar papers are not official anchor papers which should be used to “anchor” scorers to each cell when scoring a piece of writing. However, exemplars function similarly to anchor papers by demonstrating the language of the indicators in student examples. **While these exemplars show different students’ approaches to reflecting about their growth in writing through literacy, the reflective samples demonstrate only a small range of possible options and approaches that students might use to successfully accomplish the reflective purpose.**

When scoring, teachers should remember that the purpose of the reflective entry in the assessment portfolio is to analyze and evaluate growth in writing through literacy experiences. Strands of literacy as defined in Kentucky’s *Program of Studies* include reading, writing, speaking, listening, and observing. Likewise, students may find that their experiences reflect a combination of literacy strands demonstrating an inquiry approach to learning.

While this purpose is specific for this entry, students may focus their writing in any number of ways based upon their personal experiences. The experiences should be unique to the students to demonstrate choice and ownership in the writing. The reflective entries in the portfolio need not follow a prescriptive, pre-determined formula.

A Tale of Two Towers: Reflections on Writing

For some high school students, writing is a painful process drawn out by (what they believe to be) multiple unnecessary drafts, erratic revisions, and critiques that go unheard. When I began to take writing seriously and focus on the quality of my writing rather than simply writing to complete an assignment, I realized that being conditioned to write, read, and revise each piece that I had written did nothing but build on and improve my writings. These processes only contributed to writing that was structurally sound; it didn't benefit the actual content of my writing. This is why my growth as a writer isn't best described through the various school related tasks that have been assigned to me. The development of my writing proficiency and my attitude towards it is most evident in my personal writing endeavors, those that have been read by none but endlessly amended by me at any opportunity.

My interest and progression as a writer starts with my inspiration. While other kids were being lulled to sleep with classic fairy tales, I was being read comic books. Instead of watching *Cinderella*, I watched *Star Wars*, and I knew who Frodo Baggins was before I could recognize Mickey Mouse. Knowing this, it should come as no surprise to learn that the majority of my personal writing – writing that isn't for a class – is filled with fantasy and science fiction elements.

At first, I went down the oft-traveled path of fantasy writers. It was fifth grade, I had recently read Tolkien's *Lord of the Rings*, and in my mind, that qualified me to begin writing my own fantasy epic. Without any preliminary thoughts, I began writing and in only a few hours completed what I believed to be, as I was writing at least, an impressive first try. My hopes were shattered as I read it through the first time. Not only had I stolen the basis of Tolkien's masterpiece (My tale narrated the adventure of a diverse group of fantasy races who aligned to destroy a Holy Grail-esque necklace that granted the owner unlimited power), but I had also taken the names of locales directly from his maps. Even in my fifth grade mindset, it was painfully obvious to me that, if I wanted to follow through with my interest and not simply write a blatant *Rings* knock-off, I would have to succeed where other author's have failed: creating an original fantasy story that, even if the shadow of Tolkien's overpowering influence could be recognized, would distinguish itself from the classic standard.

It soon became clear that this was no easy task. In fact, it seemed nearly impossible. Throughout middle school, I penned numerous stories, each leaving me with the same feeling. The correctness was there, it always had been, but the

revolutionary content (I would have settled for groundbreaking or innovative, even) was still notably absent. Any idea that came to mind could easily be traced to something made popular by Tolkien. I had no qualms with using the fantasy staples (elves, orcs, dwarves, a hero's journey, etc.) but a new twist on them is what I lacked. This was heartbreaking for me; I truly desired to write something creative and original. I tried more, and I continued to fail. This failure did not prompt me to quit, though, only to try harder.

I'm still trying. I have two binders, nearing three, of content that has accumulated over the past four years, whether it be a hastily written idea or a scribbled drawing. I won't discard anything that may be of use later. If poetic justice were served, I would like to find some closure in my final year in high school, and reach the goal of writing to my own satisfaction. I've managed to write a few short stories with fantasy elements, but I'm still searching for the idea that blows me away. It is these failed attempts and efforts that have furthered my development as a writer. It hasn't been the analysis of writing mechanics, underlining parts of speech, or any other tedious task performed in a standard English class. That helps, but not nearly as much as doing things on my own.

I know how to write. I am sure there are more technicalities that I will learn as my education continues, but as of now I am content with my writing level. It is not the **how** that I am concerned with. It is the **what** that I focus on. As I continue to hone my writing, I am sure that I will continue to come closer to writing something that ultimately satisfies me. Until then, I'll keep trying.

A Tale of Two Towers: Reflections on Writing

writing
shows
insight
about
personal
experiences
and
connection
to growth in
writing

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puts aside
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expectations
to tell them
what they
need to
know
instead

focuses
on writing
growth and
development

reflects
upon early
literary
experiences
with comics
and Star Wars

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transitions
show awareness
of audience's
needs

shows
connection to
fantasy
writing

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shows
insight
through
reflection

provides
reader necessary
background
information

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literary
experiences

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maintains focus on growth in writing through literacy development

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considers personal literacy goals

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insight and analysis throughout reflection

Notes

- Student focuses on his/her personal experience with writing development through literacy.
- While the student has made clear reading/writing connections, the writing seems unique and individual to the student. It is clear that this writing was not prompt-driven or forced and that the student had clear ownership and choice related to the intended purpose of the reflective entry. It is this ownership and choice that contribute to the authenticity and individuality of the writing.

**Kentucky Writing Exemplar
Reflective Writing
Grade 12**

4 Content

**Purpose and Audience;
Idea Development and Support**

A Tale of Two Towers: Reflections on Writing

- **Establishes and maintains an authentic and insightful focused purpose throughout**

This personal essay demonstrates the author's insight into his/her development as a writer by analyzing the influence of the student's reading on his/her writing. By examining an early experience of crafting a story, the writing draws conclusions about the differences between that experience and creating an original piece. The writing demonstrates student choice and ownership of topic, purpose, audience, and form, creating an authentic analysis of growth in writing through literacy.

- **Indicates a strong awareness of audience's needs; communicates effectively with audience; sustains distinctive voice and/or appropriate tone**

The writing demonstrates a strong awareness of the audience's needs by providing sufficient background and detail. The writing leads the reader carefully from one point to the next (e.g., "Knowing this, it should come as no surprise to learn . . ."). The writer's distinctive voice is evident throughout the essay (e.g., "While other kids were being lulled to sleep with classic fairy tales, I was being read comic books" and ". . . if I wanted to follow through with my interest and not write a blatant *Rings* knock-off, . . .").

- **Demonstrates reflective, analytical, and/or insightful idea development; provides specific, thorough support; skillfully applies characteristics of the genre**

The writing demonstrates reflective, analytical, and insightful idea development throughout. There is evidence of careful choice and effective use of details for support (e.g., the first paragraph begins by putting aside reader's expectations and develops its ideas around what the reader needs to know). The insightful details come from the writer's clear communication of purpose and awareness of audience's needs. (e.g., "Even in my 5th grade mindset, it was painfully obvious to me. . ."). The details and support work on all three levels successfully accomplishing the intended purpose.

Read, Practice, and Imitate

A writer analyzes every thought before putting it on paper. A writer creates birth for new ideas and visions. He tells truths and lies. She brings forth world knowledge and fairytales. You are a writer. I am a writer.

It is not difficult to find that writing is not something we wake up and do "correctionless." As adolescents, we cannot sit in our hard, leather, black computer chair and type *The Chronicles of Narnia*. Every author, poet, and songwriter has to grow into his or her writing form. To be a good writer, one must first read, practice, and imitate good literature.

You might have heard of Alice Walker. This author is a wonderfully gifted woman in literature. I first found Walker's writing in a required Senior Writing Seminar class. While studying her narrative "Beauty: When the Other Dancer Is the Self," I found her writing to be captivating. I was amazed at how she threw in so much personality. Marveling at her use of long dashes, application of reflection, and ability to connect with her readers inspired me to do the same.

Have you ever felt like you had something brilliant to say, but did not know exactly how to say it?

Before reading Walker's narrative, I sometimes had a difficult time wording and giving order to my thoughts. I wanted my writing to be different and eye-catching. Yet, there was just one problem: I did not know how. By reading Alice Walker's writing, I learned how to get the reader's attention. I learned how make my point known. I had finally bumped my writing up a level.

Though reading, practicing, and imitating Walker's writing gave mine personality, a public speaker, Bono—yes, the rock star—influenced my writing just as much as Walker. I did not learn from Bono's lyrics, but from a speech made at the fifty-fourth National Prayer Breakfast. Yes. We all know that Bono preaching to an assembly of strong, influential religious leaders of the world is a little out of his element. Even Bono said, "I'm certainly not here as a man of the cloth, unless that cloth is—leather. I'm certainly not here because I'm a rock star—which leaves only one possible explanation: I've got a messianic complex." Bono uses humor in his speech, and it works. His sense of humor makes his audience comfortable, yet at the same time he knows when it is time to be serious.

Bono also recognizes his audience. Throughout his speech, he makes sure not to forget any religion, race, or sex. Just through reading his speech, I learned that identifying every person is a must, for if we are not aware of all our readers, the ones we forget about are out of the picture. I want to speak to everybody in my writing. I want to keep my audience in mind. And I want to make them comfortable while reading my writing. A little laughter will not hurt.

So, Alice Walker taught me to give my writing life—personality. Bono showed me how to make my writing relaxed—commodious. And then there is Annie Dillard. Her essay "Living Like Weasels" opened my eyes to creative writing. "Creativity in writing, never a chance," I had thought. Before reading Dillard's work, I would have never taken a literary chance, especially not knowing if it would work.

"Do I want to be same old...or attention-grabbing in my writing?"

Though history books are full of wonderful knowledge, sometimes they are not exciting to read. I do not want to be a boring writer, for it is not fun for the reader or myself. After studying Dillard's essay, I found that the author takes many chances in her writing: comparison, one word sentences, strong descriptions, reflection of past events, and the theme of the essay carried out through syntax and form.

I have a confession; Before studying good literary examples, I had no idea how to turn a portfolio piece into myself. When I write, I want the reader to see me. Fortunately through reading, practicing, and mimicking amazing writers such as Walker, Bono, and Dillard, I have and am on my way to much improvement. There are many techniques I need to master and creative ideas I need to unravel—creativity is as broad as the heavens—but until that day comes, I will still be a student of writing and its forms. I want to say that when my writing gets to a point of perfection I would have reached my goal, but perfecting writing is impossible. I will always be searching and sorting out new ideas. As I am testing these new creative, self-expressing thoughts, I must remember, "If at first you don't succeed, try and try again," and "Practice makes perfect." I am sure that the authors I have spoken of above have used these aphorisms while writing their own pieces. I have grown and learned while reading short stories, essays, and narratives. And reading this literature has greatly improved my own portfolio pieces. I hope that you can pick out some of the areas I have talked about in my own writing. I shall never go back to where I was before. The door of how I used to write has been closed, and a new one has just opened.

title suggests authentic
focus maintained throughout

Read, Practice, and Imitate — demonstrates
literacy connection

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focus demonstrates
authentic purpose
establishes
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between growth
in writing and
reading good
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Communicate directly with audience
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statements are supported
in writing

use of
rhetorical
question helps
maintain
focus

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appropriate
voice

use of rhetorical questions demonstrates awareness of audience's needs; questions help maintain focus on purpose
"Do I want to be same old...or attention-grabbing in my writing?"

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appropriate voice throughout essay

maintains focus throughout

Notes

- Writer does not deviate from read, practice, and imitate focus throughout the writing — includes no extraneous detail.
- Writer uses analysis of "inspirations" and provides sufficient detail for audience to understand what and how examples of Walker, Bono, and Dillard influenced writing
- shows broad understanding of literacy by detailing influence of novelist (Walker), rock star + speaker (Bono), and essayist (Dillard).

**Kentucky Writing Exemplar
Reflective Writing
Grade 12**

3 Content

**Purpose and Audience;
Idea Development and Support**

Read, Practice, and Imitate

- **Establishes and maintains an authentic focused purpose throughout**

The writing establishes and maintains focus on the authentic purpose of analyzing personal connections between literacy experiences and growth in writing (e.g., experiences of reading, practicing, and imitating). By analyzing influences of Alice Walker, Bono, and Annie Dillard, the writing shows personal connections that contributed to writer's growth and development in writing. The use of rhetorical questions and careful analysis of points set forth in the controlling idea ("To be a good writer, one must first read, practice, and imitate good literature) help maintain the focus from the introduction to the conclusion. An authentic purpose is evident in this reflective essay.

- **Indicates an awareness of audience's needs; communicates adequately with audience; conveys voice and/or appropriate tone**

The writing communicates directly with audience indicating an awareness of meeting the audience's needs (e.g., "You might have heard of Alice Walker" and "Have you ever felt like you had something brilliant to say, but did not know how to say it?"). Likewise, the writing provides background for reader and makes connections to communicate with the audience. The writing demonstrates appropriate voice through its conversational tone throughout (e.g., "You might have heard of Alice Walker" and "I have a confession").

- **Demonstrates depth of idea development with specific, sufficient details/support; applies characteristics of the genre**

The writing demonstrates depth of idea development though its careful analysis of the influences of writers (Walker and Dillard) and speaker (Bono). Throughout the essay, sufficient details support the ideas developed (e.g., "Before reading Walker's narrative, I sometimes had a difficult time wording. . . By reading Alice Walker's writing, I learned how to get the reader's attention. I learned how to make my point known. . .").

BASKETBALL AND WRITING

When I was young you could find me outside everyday during the summer playing basketball and trying to improve my game. I was very weak and could not throw the ball at the correct playing height of regulation basketball goals. I would mostly just run around in circles, wildly throwing the ball in the air. This is similar to my writing style, weak. Like basketball my writings as a young child were full of erratic structure, simple and noncomplex thoughts, continuous run-ons, and are still in some way today the same due to how I wrote the same way for so many years, but I have improved.

Throughout my writing career I have found out I have some flaws in my writings. For one thing my writing tended to have simple analogies when I would refer to things. Like basketball I would use the simplest ways to reach the goal of completion. When I would play basketball I would just run up to the rim as close as possible and shoot, which is the simplest thing to do. I would not try to throw in any complex shots like a reverse, under the basket shot, or a hook shot. The same thing applies to how I would write; I would just run through it and do only enough to get by. By not putting very much complex thought into the writing piece, it would lead to very little knowledge of what the paper was about.

Also, when I would be playing basketball, I would be very erratic in my activity, and I don't mean in the good basketball manner. I would just jump from spot to spot trying to make the ball in the rim. That is how I used to write too. I would jump from one idea to the next, losing the reader, leaving them asking what I had wrote about. Also when trying to reach the rim in my writing I would take the shortest path possible. I would write very little and jumping from idea to idea, going from paragraph to no

paragraph at all. I would usually have only one paragraph throughout my whole paper. The piece I wrote, "Rust in Construction", really shows how I have learned to keep my thoughts centered and to separate them with paragraphs.

When people play basketball they do lots of running, some of it is good and some of it is bad. Well my writing had the bad aspect of that, like my younger basketball day's lots of run-ons. I would usually just pick up the ball and run, not knowing I had to dribble the ball. Also, I would just run around the main idea of trying to put the ball into the rim. In much of the same way my writing would be full of continuous run-ons. I would continuously have run-on sentences and once I reached the end I would find in my pieces only one very long sentence with no periods, commas, semi-colons or anything. I can really show this improvement in the piece "Lee", because it is full of different sentences, showing the understanding of when I need to start a new sentence.

As a young child I was very weak, as were my writings. As I have grown older and stronger physically, my writings have become stronger too. I have improved due to hard work and determination. Now I can shoot the basketball with great accuracy and power to get the ball in the rim. Also, in much of the same way I have learned to put more accuracy and power into how I write today. This is because now I put more thought into what I am writing, and I understand what needs to be done to make a good paper. Although I still can improve my game and my writings, I have greatly improved from my ways as a young child.

attempts to establish a
narrowed purpose of
comparing skills in
basketball with those in writing

little attempts to help
establish focus

attempts to engage
audience with
comparison

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writing demonstrates an attempt at using an analogy;
analogy indicates some awareness of trying to
meet audience's needs.

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writing demonstrates many lapses in coherence contributing to lapses in focus

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Example of a weak connection

As a young child I was very weak, as were my writings. As I have grown older and stronger physically, my writings have become stronger too. I have improved due to hard work and determination. Now I can shoot the basketball with great accuracy and power to get the ball in the rim. Also, in much of the same way I have learned to put more accuracy and power into how I write today. This is because now I put more thought into what I am writing, and I understand what needs to be done to make a good paper. Although I still can improve my game and my writings, I have greatly improved from my ways as a young child.

Notes

- attempt to analyze literacy strand of writing to show growth over time.
- Unless comparisons or analogies are well-integrated, well-developed, and relevant, the writing that develops may only allow students to make authentic connections superficially.

**Kentucky Writing Exemplar
Reflective Writing
Grade 12**

2 Content

**Purpose and Audience;
Idea Development and Support**

Basketball and Writing

- **Attempts to establish and maintain a narrowed purpose; some lapses in focus**

The writing attempts to focus on the narrowed purpose of showing how skills in basketball are similar to the skills in writing. Generalizations and loose comparisons create lapses in coherence which contribute to lapses in focus (e.g., "Also when trying to reach the rim in my writing, I would take the shortest route possible"). The comparison between basketball and writing seems forced which contributes to the problems with focus. Though writing is the literacy strand being discussed, the writing makes only a few weak connections.

- **Indicates some awareness of audience's needs; may attempt to communicate with an audience; may demonstrate some voice and/or tone**

The writing demonstrates some awareness of audience's needs by its attempt to engage an audience in the introduction and draw the reader in with the comparison. The writing shows a clear attempt to communicate with a reader, though this attempt is not completely successful.

- **Demonstrates some idea development with details/support; support may be unelaborated, irrelevant, and/or repetitious; may apply some characteristics of the genre**

Some ideas are developed through the comparison, but the unelaborated details weaken the connections (e.g., "As a young child I was very weak, as were my writings").

Dear Reviewer,

All my life I grew up thinking that school would never matter to me. As I grew up the books I had read inspired my writing, but in growing older the books changed, got more complex, as did my vocabulary.

Most of the reading that I do up to today would have to be over researching cars and aftermarket parts, trying to get the peak performance that it will give you, what it would add in torque, horsepower, and just to look over the product. I read forums on the cars I work with, asking and talking to other people on the internet teaching and helping me on what I should do.

I learned over the years in all my English classes as getting older it taught me punctuation skills, spelling, capitalization, and grammar. While learning all these new skill it taught me to become a better writer. Over time it helps out more when you read, listen to stuff, and just write down all the things you learn. But over time from my first piece of writing where I could barely write, spell, or even know what a sentence was, to where I can know more on what I am supposed to do to make a piece of writing look good. I also grew stronger by actually paying more attention to my teachers when they're helping me. Even though I am not going to write a book I still need

to keep on learning more things so I can write when I need to. That's the way I learned to write the way I do.

Sincerely,

A-104

Dear Reviewer,

attempts to establish a general purpose
All my life I grew up thinking that school would never matter to me.
As I grew up the books I had read inspired my writing, but in growing older
the books changed, got more complex, as did my vocabulary.

doesn't develop ideas or focus on how books "inspired" writing

Reading paragraph

Most of the reading that I do up to today would have to be over researching cars and aftermarket parts, trying to get the peak performance that it will give you, what it would add in torque, horsepower, and just to look over the product. I read forums on the cars I work with, asking and talking to other people on the internet teaching and helping me on what I should do.

no connection

Writing paragraph

I learned over the years in all my English classes as getting older it taught me punctuation skills, spelling, capitalization, and grammar. While learning all these new skill it taught me to become a better writer. Over time it helps out more when you read, listen to stuff, and just write down all the things you learn. But over time from my first piece of writing where I could barely write, spell, or even know what a sentence was, to where I can know more on what I am supposed to do to make a piece of writing look good. I also grew stronger by actually paying more attention to my teachers when they're helping me. Even though I am not going to write a book I still need

idea development is limited - claims that learning new skills taught student to be "better" writer, but student never specifies what skills or how writing became better.

weak support for claims

to keep on learning more things so I can write when I need to. That's the way I learned to write the way I do.

Sincerely,

- writing demonstrates limited awareness of audience's needs; shows limited understanding of who audience is (reviewer) or why a reviewer would want / need to read.
- writing demonstrates an attempt to make a literary connection, but lacks a focus; attempts general reflective purpose of discussing reading and writing but is unsuccessful in achieving it.
- applies some characteristics of letter genre - opening, closing, attempt at a lead, ideas in paragraphs - but does not apply characteristics successfully.

Kentucky Writing Exemplar

Reflective Writing

Grade 12

1 Content

Purpose and Audience; Idea Development and Support

Dear Reviewer 1

- **Attempts to establish a general purpose; lacks focus**

The writing demonstrates an attempt at general purpose regarding writing and reading. However, the writing lacks focus as it discusses reading generally and writing generally. Though there is a statement of purpose in the introduction (e.g., “As I grew up the books I had read inspired my writing, but in growing older the books changed, got more complex, as did my vocabulary”), the writing does not develop this purpose creating a lack of focus.

The writing is divided into two general paragraphs, one about reading and one about writing, which contributes to the lack of focus.

- **Indicates limited awareness of audience’s needs**

The writing demonstrates a limited awareness of audience’s needs. Though there is an attempt to address a reviewer (e.g., “Dear Reviewer,”), the writing does not address the needs of that audience.

- **Demonstrates limited idea development with few details and/or weak support; may attempt to apply some characteristics of the genre**

The writing demonstrates limited idea development by making general statements with few details and weak support (e.g., “I learned over the years in all my English classes as getting older it taught me punctuation skills, spelling, capitalization, and grammar. While learning all these new skill it taught me to become a better writer” and “But over time from my first piece of writing where I could barely write, spell, or even know what a sentence was, to where I can know more on what I am supposed to do to make a piece of writing look good.”)

The writing demonstrates an attempt to apply some characteristics of the letter genre by including a salutation (“Dear Reviewer,”) and a closing (“Sincerely,”); however, there are very few characteristics of the letter genre contained within the writing itself.

Dear Reviewer,

This past year in high school has been fine. My reading and writing is not same. I can read a lot more than middle school. My writing has improved a lot these past years in high school. Reading isn't my best subject in high school, but writing is my best subject in high school. The only book I can think of is First in War. George Washington loved to read and loved to write. I think that I'm just like him but I don't like to read, but I do love to write. He didn't care what other people thought about him. He knows that he was the best thinker in the book. The writer that wrote the book was a man that loves to write a story about things that are true. This book was true because how he wrote the book. It feels like I'm writing a book when I just write thing down, that was in 10th grade. In 11th grade, we didn't read that much just write a lot. I think the best story that I wrote was Save a Black Horse. It was about a boy that loves some a horse and kept working he saw that people risked what he improved for the horse. His year I have done a lot of reading and writing. I think I have improved a lot this year for school. I hope this reviewer makes you understand how much I improved this past year in high school.

Thank you

Though letter begins
"Dear Reviewer" there is
Dear Reviewer no sense of audience
awareness in the writing

This past year in high school has been fine. My reading and writing is not same. I can read a lot more than middle school. My writing has improved a lot these past years in high school. Reading isn't my best subject in high school, but writing is my best subject in high school. The only book I can think of is First in War. George Washington loved to read and loved to write. I think that I'm just like him but I don't like to read, but I do love to write. He didn't care what other people thought about him. He knows that he was the best thinker in the book. The writer that wrote the book was a man that loves to write a story about things that are true. This book was true because how he wrote the book. It feels like I'm writing a book when I just write thing down, that was in 10th grade. In 11th grade, we didn't read that much just write a lot. I think the best story that I wrote was Save a Black Horse. It was about a boy that loves some a horse and kept working he saw that people risked what he improved for the horse. His year I have done a lot of reading and writing. I think I have improved a lot this year for school. I hope this reviewer makes you understand how much I improved this past year in high school.

Though there is a loose topic of "Books read" there is no understandable purpose for the writing.

random details about books - no development of ideas

no evidence of analyzing growth as a writer

Thank you

Notes

Though salutation ("Dear Reviewer") and closing ("Thank you") suggest the form of letter, there are no characteristics of letter genre evident in the writing.

**Kentucky Writing Exemplar
Reflective Writing
Grade 12**

0 Content

**Purpose and Audience;
Idea Development and Support**

Dear Reviewer 0

- **Lacks purpose**

Though the writing loosely suggests a topic of “books I’ve read,” there is no understandable purpose for this writing. The first and last sentences demonstrate the lack of purpose as evidenced throughout the writing (e.g., this past year in high school has been fine” and “I hope the this reviewer makes you understand how much I have improved this past year in high school”).

- **Lacks awareness of audience**

Though written as a letter, this writing lacks audience awareness as it fails to communicate a message to a reader.

- **Lacks idea development**

Ideas and details about books are random from sentence to sentence.

Kentucky Writing

2 Structure Exemplar

Grade 12

Score Point	Exemplar—2 Structure
2	<p>Mechanical Engineer*</p> <p>*At the request of cluster leaders and scorers, we have added a transactive exemplar to illustrate score point 2 in structure. Scorers should still use the 2 anchor as the reference for the 2 score point in structure and use the exemplar to strengthen their understanding of the indicators as needed. This exemplar does not replace the anchor paper. Rather, it exemplifies the structure indicators in a different category of writing.</p>

The Career Center



MECHANICAL ENGINEER

Lexington Herald Leader

Wednesday, October 05, 2005

When you get in a vehicle, or even drink a cup of coffee, do you ever stop and think about all the machines that helped to make the products available to you? Well, someone has. A mechanical engineer realizes that almost everything we see is either made by or processed by a machine at some point. Someone has to design and maintain these machines. That is why mechanical engineers are so important to the rest of us. They are the ones that design and improve every type of machine that is used to make products that benefit everyone.

Duties and Responsibilities

Mechanical engineers oversee the design, construction, and testing of mechanical production systems. Mechanical engineers also test the mechanical systems and products that they design. Then they make adjustments to make sure the products function properly. They also evaluate any problems and tell mechanics what repairs to make.

There are also many other duties in addition to those that have been mentioned. There are many products that have recurring problems which mechanical engineers must



find and repair. They also may be put in charge of a group of mechanics and other engineers to work on new products.

Aptitudes and Abilities

To be a good mechanical engineer you should have an aptitude toward learning large amounts of math and physics. You must also be a mechanical minded individual with the ability to see how a machine works. An ability to work with computer and design programs is also a requirement. To have great success at this job you must be a creative, responsible, hard-working individual. It is also good that you be a very social person so that you can communicate clearly.

Education and Training

To become a mechanical engineer you must take many

long and strenuous courses. These classes range from physics to the tensile strengths of metals. The minimum education level required is a bachelor's degree. This degree usually takes five years to obtain but can be done in four if you take a full load each semester.

Salary and Working Hours

The salary for this job is good as well as the usual working hours. The salaries available range anywhere from \$34,750-\$93,598 in the state of Kentucky. Since most of these jobs are in factories the usual work week is forty hours long. There are also many fringe benefits that help improve this job. There is almost always health insurance as well as paid vacation and company expense accounts. Engineers are often treated very well due to their ability to make and save the company money.

Working Environment

Most mechanical engineers work in an office and out in the factory by which they are employed. There are a few mechanical engineers that work for themselves and do design work out on jobsites

and on large farms and cities as well.

Being a mechanical engineer your job obligates you to work with a lot of data in the form of measurements and equations. This job requires you to do less work with people than other occupations, but you must still be able to communicate ideas and get along with co-workers. Since you're designing machines you can guess that you will be working with a lot of tools and other things on a daily basis. Therefore you can easily see that this job is mainly working with data and things.

Job Outlook

This career field is growing much faster than most others that are out there. This year the number of available jobs in the state of Kentucky is predicted to rise 16.4% over the average. As you can now see this would be a good career field to look into as far as a future career goes. It is a fast growing field that offers excellent benefits and great job security.

Sources of Additional Information

www.online.onetcenter.org/

Career information center

www.iseek.com

Repetitious transitions within writing (e.g., "There are also...", "It is also...", "You must also...")

The Career Center

MECHANICAL ENGINEER

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Working Environment

Most mechanical engineers work in an office and out in the factory by which they are employed. There are a few mechanical engineers that work for themselves and do design work out on jobsites

sets up controlling idea in intro.

lapse in coherence occurs when focus shifts to become mechanical engineer

subheadings show attempt at logical organization

attempt at complex sentences

subheadings demonstrate use of some effective transitional element

simple sentences used frequently

organization of different sections contribute to lapses in coherence (lapses from controlling idea)

and on large farms and cities as well.

Being a mechanical engineer your job obligates you to work with a lot of data in the form of measurements and equations. This job requires you to do less work with people than other occupations, but you must still be able to communicate ideas and get along with co-workers. Since you're designing machines you can guess that you will be working with a lot of tools and other things on a daily basis. Therefore you can easily see that this job is mainly working with data and things.

Some effective transitional elements

Job Outlook

This career field is growing much faster than most others that are out there. This year the number of available jobs in the state of Kentucky is predicted to rise 16.4% over the average. As you can now see this would be a good career field to look into as far as a future career goes. It is a fast growing field that offers excellent benefits and great job security.

Examples of simple sentences evident throughout writing

attempts at more complex sentence structures do not suggest control

Sources of Additional Information

www.online.onetcenter.org/
Career information center
www.iseek.com

Kentucky Writing Exemplar Paper

Grade 12

2 Structure

Organization: unity and coherence
Sentences: structure and length

Mechanical Engineer

- **Demonstrates logical organization with lapses in coherence**

Though this article demonstrates logical organization (e.g., organization of sections in article by subheadings), there are lapses in coherence (e.g., when the writing discusses duties and responsibilities before aptitudes and abilities). The controlling idea of the writing (“That is why mechanical engineers are so important to the rest of us”) is not developed within the piece. Rather, it is organized around chunks of information not strongly related to the controlling idea. Lapses in coherence are caused by the controlling idea and the body paragraphs being somewhat disconnected. Sections noted by subheadings could be organized differently with the same amount of effectiveness.

- **Demonstrates some effective transitional elements**

Some effective transitional elements are evident in subheadings and organization of the article into sections. Transitions within paragraphs are somewhat effective (e.g., “There are also many duties in addition to those that have been mentioned” and “It is also good that you be a very social person so that you can communicate clearly”).

- **Demonstrates simple sentences; may attempt more complex sentences but lacks control of sentence structure**

The writing demonstrates mostly simple sentences. Though there are attempts at more complex sentence structures, the writing does not suggest control of complex structures (e.g., “To be a good mechanical engineer you should have an aptitude toward learning large amounts of math and physics” and “Most mechanical engineers work in an office and out in the factory by which they are employed”).